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# Is financial crisis an opportunity for Vocational Education?

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## Abstract

At the beginning of the 21st century, humanity is facing one of the largest financial crisis. This crisis is nothing else than the logical outcome of today's way of life, when the company is no longer based on production, but a mere trade - especially with the money in the stock markets. One way to find opportunities where the craft. One would again have to return to the craft fair. People who lost their jobs, seek career change or looking for the opportunity for active leisure, would certainly take advantage of lifelong learning in the craft areas. Secondary vocational schools have the advantage of accreditation and workshop facilities. However, it is a big risk unprofessional and incorrect lifelong learning courses.

*Keywords:* Craft, lifelong learning, vocational schools;

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## 1. Introduction

Over time there is a phasing out of craft disciplines. Secondary vocational schools provide this education, are abolished or merged. Their situation is not easy. Ways could reverse the situation - not only his, but in the wider context of the situation of the whole society, is to provide lifelong education in the crafts. Today it offers a lot of different retraining, lifelong learning courses, etc. In the vast majority of them are forgetting an important thing - per participant. Course, the program is ready, written to celebrate the school, the Ministry of Education, the county or the EU, then it is taught. Such courses, hastily stitched are many, but none is really beneficial for candidates. In the vast majority lack a clear practice, encounters with reality, knowledge of the industry. In many cases it is a theory with little practice if you got extra time. This is wrong. Secondary vocational schools have the option, why not use it?

## 2. Lifelong learning

If we talk about lifelong learning in connection with crafts, repeat the reasons why people should be interested in this training.

- The need for retraining
- Find hobbies, escape from everyday reality
- Late awakening talent

I said at least three points. Let's get acquainted with the situation a little closer. Imagine a man - a man who in 40 years, lost his job at the bank, the developer companies, etc. This man completely lost the illusion of a possible

training in ICT, languages or other intellectual areas. Currently, he unfortunately is not offered other options. And this is wrong. If this person had the opportunity to learn a, or at least master the basics of the craft fair, they would surely use it because it was aware of his situation. Sure, there are now retraining courses offered by training in many areas. But in this sphere there is huge clientelism, corruption and degradation of the area. A lot of retraining, lifelong learning courses ends only symbolic test, which later has value. And here is a great opportunity for high school.

Secondary vocational schools have accreditation and are guarded by various committees. If these schools offer education courses in the correct mode of lifelong learning, then this offer would certainly not gone unnoticed. Let's be planning a course of lifelong learning at secondary school. Insert your heading text and choose the appropriate heading level from the style menu.

### *2.1. The vision of lifelong learning - vocational courses*

Let's see what is beneficial for participants

- Changing practice with theory
- Access to the participants
- The possibility of training workshops
- The possibility of testing work in the operation - in factories, companies
- Meeting with experienced people from the operation, possible contacts with potential employers

The above, mentioned five principles that should satisfy the correct course of lifelong learning. Let's look at these principles in a comprehensive perspective.

Trainee, who promises a chance of course to their future career, as well as a party seeking a hobby, will place great emphasis on practice. The craft can be done from the table and lifelong learning courses must be "tacky" just a theory or a cheap example. Participants must craft actually touch. Not only in training workshops, but also in full operation. Exactly these options offer a middle school. Not because of this type of education, but their tribal students. So why not extend the offer?

As already noted, the mere practice of training is not enough, in this type of training is required for subscriber access with regard to his age and capabilities. It is necessary to place great emphasis on "classical" operation in the workshop. Secondary schools will certainly have contacts with employers who are looking for impact assistance. And here is another great chance. If the system was so elaborate, then, the participants of the course after sufficient training to participate in "professional experience" in full operation. This would get both sides

- The trainee gains valuable experience
- The employer gets labor
- If both sides are satisfied then there is the possibility for further cooperation

Let us realize that we are moving in education, which carries out high school - or the institutions guaranteeing quality. The employer does not have to worry about the quality, the ability of the worker, because the school is eligible participant to learn all things. Retreat from the vision and let's have given a course of lifelong learning to build.

## 2.2. Supervision

It is very appropriate for the educational program has been continuously included supervision. Reason? Above all, closer to clarity on what we consider "supervision".

Supervision, consider a meeting of the participants, teachers and practitioners (masters operation of real shops). The meeting is a form of conversation, when all parties meet and discuss issues of practice. It is necessary that a man who wants to reorient, or of interest wants to meet new branch also knew things that happen in "real" practice. These are problems from the workplace, interesting problems, and human problems. Problems that are an integral part of the industry. This discussion will certainly provide participants with a broader and more interesting perspective on the industry. Provide them with the possibility of deeper understanding.

There currently is one of the important moments in lifelong learning. Entering into it, either working people or people with longer years of service. They know what it takes charge of the daily workplace, but have been taught to solve their own way. Almost mechanically, automatically. These procedures is necessary to solve interpersonal relationships, practical problems to transfer from a familiar environment to the new - the future.

## 2.3. Real exchange rate of lifelong learning

Look closely at the composition of a lifelong learning program. Our goal is to offer such a course, the graduate will be able to re-join the workforce in a completely different sphere than working.

The first schedule of the course is very beneficial to develop market research work. It is necessary that the course meets the needs of nearby labor market, since it is completely pointless, in a region based on the agricultural industry was carried out course (an example) focusing on mining.

If the school determines that it is accredited to the field which develops in the region, then proceed to its implementation. However, it is necessary to pre-agreed with the owners of the nearby factories to ensure the practice of its participants.

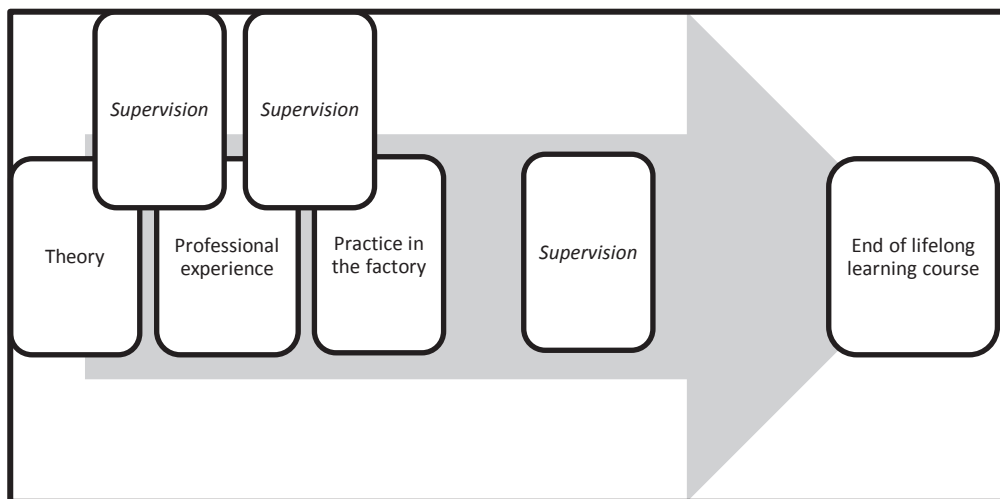


Figure 1. Lifelong Learning Course Schedule

### 3. The meaningfulness of courses

The meaningfulness of courses will be guaranteed if the graduates will be able to succeed in practice, or be able to use the knowledge gained in their activities. This criterion is supported by a large amount of practice, but there is also an important parameter. Meaningfulness - the future application. If a person undergoing a course of lifelong education, to a mere deepening of knowledge, or just of interest, then it is not important for his future. For an unemployed man, however, yes.

Here is a great option. If future studies in graduate met with more than one employer and knew more plants, then it would have a greater chance of their future career. Here is the moment which is in contrast to many "retraining" courses, with many courses for lifelong learning. Their participants are still in one place, locked in one room. That is wrong. It is necessary to offer participants the possibility of contacts, meeting with the owners and masters of the factories. How can this be achieved?

Very simple. Course, learning is a long running track and takes several months. If we put the emphasis on practice, then there is nothing easier than a job change, and after 2-3 weeks to visit another company. This allows participants

- To compare facilities and choose to practice their "best"
- Meet many of the owners and get contact information for your application
- To obtain a broader perspective on issues.

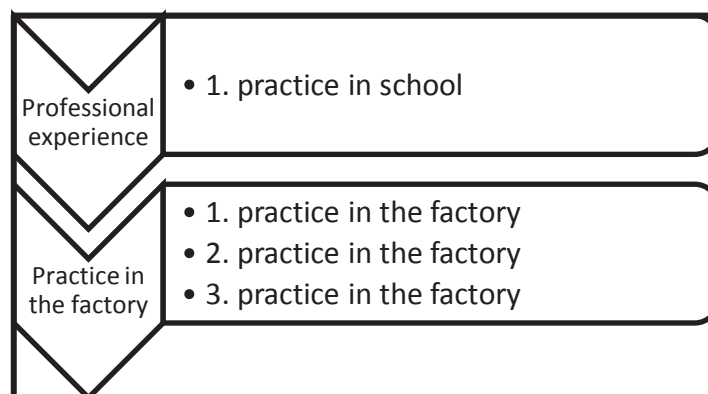


Figure 2. Practice system

### 4. Options

Secondary vocational schools have to offer lifelong learning interesting. However, this is a well-prepared program, prepared background, but mainly to the authors of the program participants actually open the door to crafts and not only to teach and go home. On the contrary, one would think today was good at learning what the issues in their lives and well in the election think.

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